CHESTER PARK CENTER OF LITERACY THROUGH T

835B Lancaster Highway
Chester, SC 29706

Grades	PK-5 Elementary School	
Enrollment	559 Students	
Principal	Kristin Langdale	803-581-7275
Superintendent	Dr. Thomas Graves	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Below Average**	**Average**
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

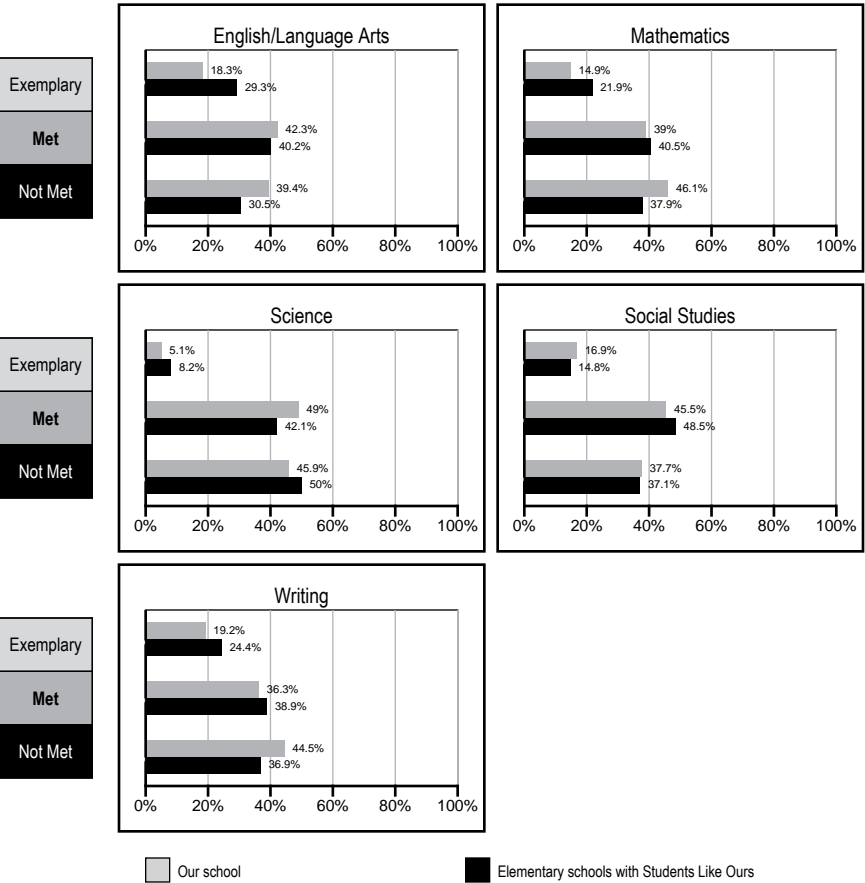Percent of students tested in 2009-10 whose 2008-09 test scores were located | **96.6%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	101	33	10

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	18.3%	29.3%
Met	42.3%	40.2%
Not Met	39.4%	30.5%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	14.9%	21.9%
Met	39%	40.5%
Not Met	46.1%	37.9%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	5.1%	8.2%
Met	49%	42.1%
Not Met	45.9%	50%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	16.9%	14.8%
Met	45.5%	48.5%
Not Met	37.7%	37.1%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	19.2%	24.4%
Met	36.3%	38.9%
Not Met	44.5%	36.9%

☐ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=559)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 2.8%	1.7%	1.2%
Attendance rate	94.9%	Down from 95.5%	95.8%	96.1%
Eligible for gifted and talented	11.2%	Up from 9.6%	5.8%	11.7%
With disabilities other than speech	4.8%	Up from 4.4%	8.6%	8.0%
Older than usual for grade	1.7%	Up from 1.4%	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Up from 58.3%	57.6%	60.5%
Continuing contract teachers	82.9%	Up from 75.0%	82.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.4%	Up from 81.4%	85.2%	87.0%
Teacher attendance rate	94.9%	Up from 94.5%	95.2%	95.4%
Average teacher salary*	$44,180	Down 1.5%	$46,022	$47,288
Professional development days/teacher	6.6 days	Down from 9.1 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 21.5 to 1	18.0 to 1	19.2 to 1
Prime instructional time	89.3%	Up from 88.6%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	$5,630	Down 3.0%	$8,253	$7,548
Percent of expenditures for instruction**	81.8%	Up from 80.6%	67.6%	68.7%
Percent of expenditures for teacher salaries**	73.8%	Down from 74.5%	62.9%	65.1%

*   Includes current year teachers contracted for 185 or more days.

**   Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Chester Park Center of Literacy through Technology (COLT), located within the Chester Park Complex, serves approximately 530 students in Kindergarten through 5th grade. Because Chester Park Complex offers parent choice for school enrollment, students have chosen to attend COLT due to the emphasis on technology. COLT students are "High Tech with High Expectations" for applying real-world technology to the learning process. To fulfill this mission, COLT teachers are experts in not only teaching pedagogy, but also technology applications and integration.

Technology advances were made this year for both classroom instruction and student participation. All K – 5th grade students continued to use their jumpdrives to support the development of an electronic portfolio. Grade level technology standards based on NETS (National Education Technology Standards) were used as the criteria for students to receive technology proficiency recognition. Students in grades K-5 this year through our website server, E Chalk, continued to blog, email, and use a digital dropbox for assignment submission. Our K-2nd grade classes had XO computers for students to chat, read online books, and create videos. Fourth grade students continued in the pattern of the grade level specific one on one laptop program with take-home Tuesdays.

Using the long standing tradition of pins placed on lanyards, COLT continued our 9-weeks awards, such as COLT Club for all A's/E's, A/B Honor Roll, Behavior Recognition, Proud To Be Polite, etc. On a monthly basis, teachers selected a COLT Kid for citizenship recognition.

Professional development centered on standards-based instruction and assessment again this year through professional learning communities in weekly grade level meetings and also in district level teams, where benchmarks for core academic content areas were developed.

In the quest for continuous improvement, COLT moved from at-risk to average as our growth rating. 64.7% of COLT's 3rd – 5th graders scored met or exemplary in ELA, which was the highest scoring area. In terms of teacher satisfaction, 100% of teachers were satisfied with the social and physical environment at COLT.

Because at COLT we know that students have varied interests, over 20 clubs were offered through AcE (Acceleration and Enrichment). Opportunities included Lego-Robotics, Step Team, Brain Games, Aerodynamic Design, Color Guard, and - in an effort to "Go Green" - a recycling club.

As we reflect on this year and look forward to the next, we can be assured that COLT has continued to "blaze a trail" of excellence in technology and learning.

Kristin Langdale, Principal
Tony Scott, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	74	58
Percent satisfied with learning environment	90.3%	87.5%	86.0%
Percent satisfied with social and physical environment	93.5%	84.9%	77.6%
Percent satisfied with school-home relations	87.1%	89.2%	89.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress   YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.1%	0.0%	No
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	250	100	39.4	42.3	18.3	79.7	74.9	83.5	Yes	Yes
Gender										
Male	130	100	39.2	40	20.8	75.2	71.4	80.1	N/A	N/A
Female	120	100	39.7	44.8	15.5	84.5	78.8	87	N/A	N/A
Racial/Ethnic Group										
White	79	100	37.8	41.9	20.3	83.8	82.8	89.6	Yes	Yes
African American	170	100	40.4	42.2	17.5	77.7	66.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.3	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	28	100	71.4	25	3.6	42.9	42.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	85.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	100	42.2	43.2	14.6	76.9	68.8	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	250	100	46.1	39	14.9	69.7	71.7	80.4	Yes	Yes
Gender										
Male	130	100	43.2	36	20.8	71.2	69.7	78.4	N/A	N/A
Female	120	100	49.1	42.2	8.6	68.1	73.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	79	100	41.9	36.5	21.6	77	79.3	87.8	Yes	Yes
African American	170	100	48.2	40.4	11.4	66.3	63.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	28	100	78.6	17.9	3.6	46.4	36.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	100	50.3	36.2	13.6	65.8	65.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	163	100	45.9	49	5.1	54.1	57	67.3
Gender								
Male	84	100	40	52.5	7.5	60	57.3	66.9
Female	79	100	51.9	45.5	2.6	48.1	56.7	67.7
Racial/Ethnic Group								
White	52	100	33.3	56.3	10.4	66.7	72	79.6
African American	111	100	51.4	45.9	2.8	48.6	41.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	50	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	19	100	N/A	N/A	N/A	36.8	29.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	50	58.6
Socio-Economic Status								
Subsidized meals	135	100	49.6	46.5	3.9	50.4	47.5	55.4
Social Studies								
All Students	160	100	37.7	45.5	16.9	62.3	63.2	70.9
Gender								
Male	87	100	35.7	39.3	25	64.3	61.6	70.1
Female	73	100	40	52.9	7.1	60	65.1	71.7
Racial/Ethnic Group								
White	53	100	34.7	32.7	32.7	65.3	70.3	79.2
African American	106	100	39.4	51	9.6	60.6	55.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	47.4	42.1	10.5	52.6	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	132	100	40.9	46.5	12.6	59.1	56	60.8

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	252	99.6	44.3	36.5	19.3	55.7	62.5	72.1	94.9	95.3
Gender										
Male	131	99.2	47.6	34.1	18.3	52.4	54.5	65.2	94.5	95.1
Female	121	100	40.7	39	20.3	59.3	71.2	79.2	95.4	95.5
Racial/Ethnic Group										
White	81	100	37.7	41.6	20.8	62.3	69.6	80.8	94.5	94.8
African American	170	99.4	47.6	33.7	18.7	52.4	54.5	59.7	95.1	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	87	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	64.6	94	94.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	30	100	N/AV	N/AV	N/AV	26.7	17.2	27.7	94.8	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.8	63.7	94.9	95.5
Socio-Economic Status										
Subsidized meals	209	99.5	48	36.1	15.8	52	55	61.9	94.8	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	71	100	39.1	43.8	17.2	60.9
	4	78	100	36.6	42.3	21.1	63.4
	5	72	100	29.4	47.1	23.5	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	100	39.2	40.2	20.6	60.8
	4	73	100	31.4	47.1	21.4	68.6
	5	76	100	47.3	40.5	12.2	52.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	71	100	51.6	43.8	4.7	48.4
	4	78	100	32.4	46.5	21.1	67.6
	5	72	100	42.6	42.6	14.7	57.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	100	59.8	29.9	10.3	40.2
	4	73	100	30	44.3	25.7	70
	5	76	100	43.2	45.9	10.8	56.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	35	100	60.6	36.4	3	39.4
	4	78	100	53.5	43.7	2.8	46.5
	5	36	100	57.1	40	2.9	42.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	100	67.3	26.5	6.1	32.7
	4	73	100	27.1	67.1	5.7	72.9
	5	39	100	52.6	44.7	2.6	47.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
				Social Studies			
2009	3	36	100	29	58.1	12.9	71
	4	78	100	39.4	46.5	14.1	60.6
	5	36	100	54.5	30.3	15.2	45.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	37.5	45.8	16.7	62.5
	4	73	100	27.1	48.6	24.3	72.9
	5	37	100	58.3	38.9	2.8	41.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
				Writing			
2009	3	71	100	56.9	20	23.1	43.1
	4	78	100	47.2	36.1	16.7	52.8
	5	73	98.6	40.6	46.4	13	59.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	100	49.5	40.4	10.1	50.5
	4	72	100	32.9	32.9	34.3	67.1
	5	78	98.7	48	34.7	17.3	52
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample